

ZAMBIA

Training of Head teachers and Teachers in practising Child Rights in three Districts of Lukasa Province

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1. Frame of Reference

It has been accepted by almost all countries in the world that children have rights. In addition, there are some contextual commonalities of what these rights are. This status quo has been made possible by efforts of the United Nations who formulated the Convention on the Rights of the Child (CRC) and related articles, signed and ratified by Member States. What is crucial now is the implementation part of it which is expected to bring forth positive outcomes and impact to attest that there is a true spirit of CRC. The Convention dates back to 1989, now twenty-five years ago (20th November, 1989) when the treaty was adopted by the United Nations General Assembly. The pressing question to be answered is a reflection on what has been achieved since the CRC ratification and adoption.

Zambia like other Member States of the United Nations has made strides towards the realisation of the CRC. To get a broader view about the successes and challenges on CRC realisation, with regard to three pillars of ***Provision, Protection and Participation***, the project sought to review some of the overarching issues which contributed towards CRC progress. The following were considered in the project:

- i. Legal provisions
- ii. Existence of institutional structures/organisations
- iii. Programmes and initiatives and
- iv. Advanced Training programme in CRC

i. Legal provisions

The Zambian constitution which was enacted in 1996 guaranteed rights to all persons including children; the National Vision, "*Vision 2030*" of 2006 is forward looking in terms of democracy and upholding of human rights, particularly Children's Rights. Other legal frameworks which emphasised the integration of Children's Rights included the Education Policy of 1996 "*Educating Our Future*," The Education Act of 2011, the National Child Policy of 2006, among others. The policies in one way or another emphasised and provided measure of safe guarding the interest of the child.

ii. Institutional structures/organisations

The effective and efficient delivery of CRC practices is to a large extent dependent on the suitability of the management structures and systems. Despite the top-down decision making system Government had established organisations and Ministries responsible for children's affairs such as the Human Rights Commission. In Zambia, the *Human Rights Commission* is mandated to investigate and remedy human rights violations, conduct human rights education, monitor the conditions under which persons detained in prisons and police cells were kept and to monitor Government's fulfilment of international and regional human rights treaties and human rights obligations under national law.

Furthermore, the Victim Support Unit, a wing under the Police Service was established in 1994 to deal with matters of crime including child abuse and other related vices.

iii. Programmes and initiatives

Arising from policies, other legal provisions, programmes and initiatives, CRC was implemented both in the short and long term within and across sectors. The Ministry of General Education, over the years had embarked on construction of schools meant to provide access to education of all children irrespective of their status. Ministry of Education, Science, Vocational Training and Early Education (MESVTEE) (2013), reported that the Ministry in 2008 developed an Infrastructure Plan and as of 2014, there were 8,411 classrooms at secondary school level. Other programmes on provision included the Re-Entry Policy, bursaries for orphans and vulnerable children, School Health Nutrition (SHN) and availability of Open and Distance Learning programmes whose overall objective was to give access for the child to learn.

CRC activities had taken prominence in terms of protection of the child. The Ministries of Community Development, Mother and Child Health, Sports, Youth and Child Development, Transport and Communication had programmes which were developed to address the welfare of the child. *The Child Health Week* was an initiative established by Government in 1999 during the Public Sector Reform Programme

(PSRP) for the Ministry of Health. The initiative is characterised by dedicating a week every six months for child health immunizations, growth monitoring, nutrition and sensitization of parents on issues of health. The **Road Safety** whose objective was to reduce road accidents of children, was among such protection strategies. The Ministry of Transport and Communication, in collaboration with schools, established Road Safety Clubs whose purpose was to educate, disseminate and promote Road Safety in the country as a way of protecting the child from accidents.

The Civil Society through Non-Governmental Organisations compliment Government efforts in the promotion of CRC. The Forum for African Women Educationalists in Zambia (FAWEZA) protects girls from all forms of abuse while the Campaign for Female Education (CAMFED), Save the Children and Zambia Civic Education Association offered scholarships to vulnerable girls to pursue their education.

iv. Advanced International Training Programme in Child rights

Government benefitted a lot from the Kingdom of Sweden through a sponsored training by the Swedish International Development Agency (SIDA) in child rights. Officials in education and Non-Governmental Organisations dealing with children received training in CRC. A total of forty (40) officers, herein referred to as Change Agents initiated change projects in their work places. The projects undertaken by the Change Agents revolved around the three pillars; ***Provision, Protection and Participation***. The projects focused on aspects of school management, children's participation or child rights practices.

A follow-up on the impact of the Advanced Training in child rights by Change Agents in Lusaka Province showed inconsistencies when compared to the Copperbelt Province due to more change agents trained as compared to Lusaka. The two provinces compared well because they had similarities of both being urban provinces characterised with high pupil population and large gender disparities of teachers, for example, in 2012, 72.8% of primary school teachers on the Copperbelt were females while for Lusaka, stood at 67.2% female (Akushanga, 2012). Other similarities were also on teacher qualifications, the two provinces had more qualified teachers compared to other provinces.

The Copperbelt Province was rated a model for CRC due to observable CRC practices in schools and programme management. There was an existence of a formidable provincial CRC committee which had become an active network for programme design, implementation and monitoring of activities. The Copperbelt Change Agents worked hard to influence the similar values and norms to be replicated in other provinces more importantly so for Lusaka Province being the national capital province.

In view of the foregoing, Lusaka Province was an ideal choice for the project and location as a result of its national administrative status which gave that expectation of being a champion of change. The three projects done by Batches 1, 3, 5, and 20 in Lusaka Province concentrated on almost similar target groups and stakeholders who included pupils, teachers and the community. The point of departure with batch 21

Change Agents was that, it would concentrate on head teachers and teachers as key players in making child rights real. The project envisaged to empower a group of head teachers and teachers with knowledge, skills and tools about CRC in three districts; namely; Lusaka, Kafue and Rufunsa. It is from the three districts that a team of head teachers and teachers would be empowered to cascade knowledge and skill about CRC in schools and communities through rollout training activities and monitoring. The project therefore hoped to establish a model for Trainer of Trainers (ToTs) in Lusaka Province whose task was to scale-up capacity building of head teachers and teachers to establish CRC Committees in three zones.

The strategy was adopted with a view and knowledge that head teachers and teachers were particularly important in initiating change required, both for adults and young people. It was society's expectation that head teachers and teachers were better placed to learn to design learning experiences which reflected the growing importance attributed to meeting the needs of society and individual attainment. Cachia et al. (2010) and John et al. (2011) in agreement to the statement emphasised the need to create creativity and innovation in societies. They stated that such could only be made possible with the facilitation of head teachers and teachers.

2. Purpose of project

The purpose of the project was to train head teachers and teachers to actively participate in implementation of children's rights. By empowering head teachers and teachers with CRC principles and practices, schools would engage in meaningful activities. In addition, the project desired to create platforms for teachers' networks on issues of child rights in Lusaka Province in the three districts of focus. It was realised that networks were essential in promoting and sustaining CRC spirit in Lusaka Province and across the country.

3. Target group and model for the training

The target group included head teachers and teachers in the three above mentioned districts. Teachers remained critical change agents if CRC was to be scaled up to desired level. In this regard, teachers were an important facet of any society for many reasons. They were the people entrusted with the responsibility to educate the youth of society who in turn became leaders of the next generation. In addition, at societal level, teachers were agents disseminating some new developmental agenda as they had the ability and were better structured to spread information to fellow teachers and other members of society. The project therefore covered three districts as provided in the map which follows:

The strategy used the tactic of Trainer of Trainers, whereby suitable head teachers and teachers were selected on the basis of the Continuing Professional Development (CPD) structure which exists in the Ministry of General Education at a district education

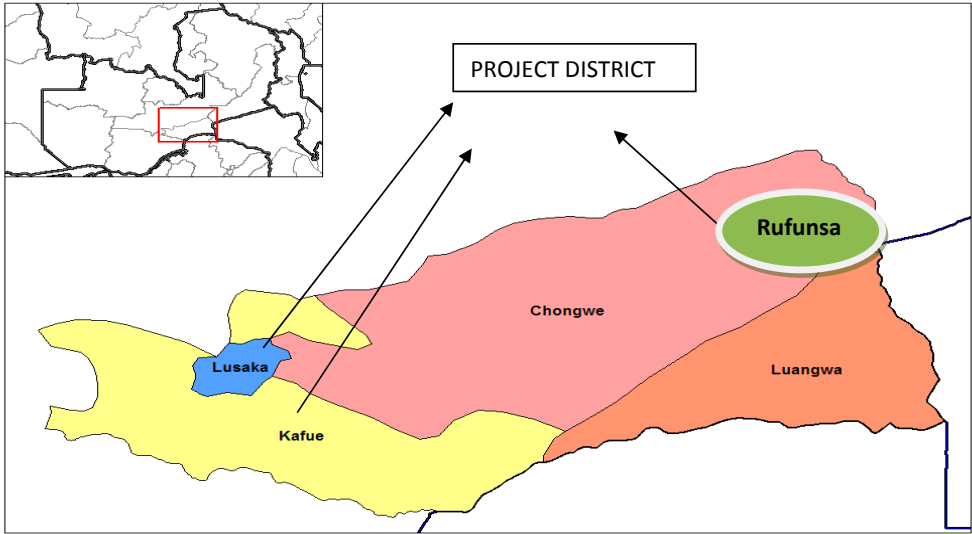


Figure 1: Project districts of Lusaka Province



Collaboration between Batch 20 and 21 just before the Trainer of Trainers workshop.

level. In a district, in-service training, also called Continuing Professional Development is provided by designated officers at three levels; namely: at school, zonal (a group of schools headed by zonal head teacher and district).

In view of the district structure, the batch 21 team realised that it was important to carry out the project in accordance with the Ministry’s established system and structure. The target group therefore, consisted of zonal head teachers drawn from three levels mentioned in this report (school, zonal and district). A zone is a cluster of schools grouped together for easy coordination and reports to a zonal head teacher. Their meeting place is referred to as a zonal centre. Teachers in charge of CPDs in primary and secondary schools formed part of the target group. The CPD officer for primary is called School Inset Coordinator (SIC) while the one for secondary is referred to as School Based Continuous Professional Development Coordinator (SBCPD). The training model included also Zonal In-service Coordinators (ZICs) and the District Resource Centre Coordinators (DRCCs) who work at district level who in turn report to the District Education Standards Officer (DESO), being the one in charge of teacher development. The three target zones in each of the three districts consisted of 5 to 8 schools depending on the catchment area.

The target population described constituted a group of sixty-seven (67) teachers and head teachers who undertook the training. It was that group of head teachers and teachers who were trained by batch 21 change agents. The composition of the Trainer of Trainers is provided in Figure 2 with a description title of the head teachers and teachers charged with the responsibility of in-service training of head teachers and teachers in the district.

The model was adopted due to its strength of ownership and contextualisation to local environment. In the training model, the selection of head teachers and teachers was based on the model described which composed of at least:

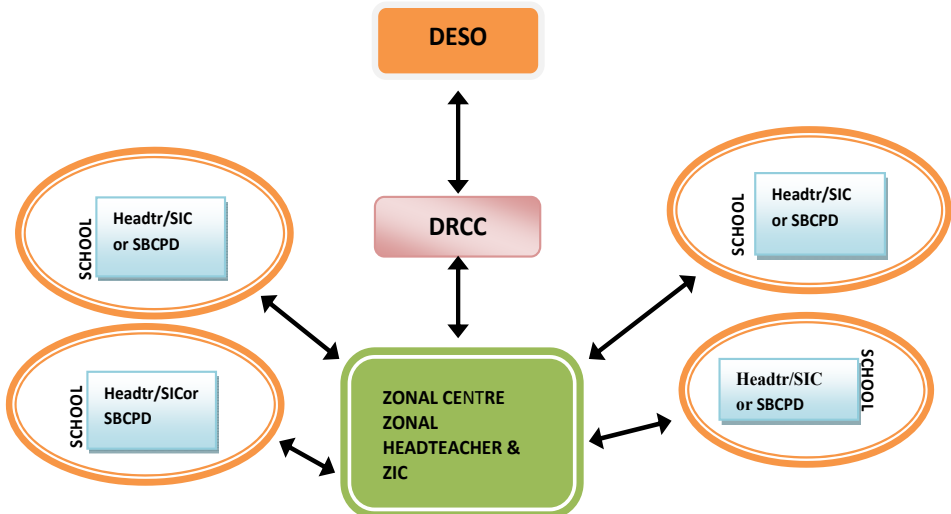


Figure 2: Training Model Structure

- i. Zonal head teachers from the three districts for the project (03)
- ii. Head teachers in the zones from each of the three project districts (30)
- iii. Zonal Insert Coordinators (ZIC) (teacher in charge of CPD at the Zonal Centre (10) and
- iv. School Insert Coordinator/ School Based Continuing Professional Development (23)
- v. District Resource Centre Coordinators (DRCC) (03)
- vi. District Education Standards Officer (DESO) (1)

In the model, the assumption was to have at least a team of thirty - six (36) trainer of trainers for a total of three zones. However, the actual number trained varied from the assumption of twelve head teachers and teachers per zone. The number was bigger than planned because of overwhelming interest issues of child welfare.

In terms of actual number of head teachers and teachers trained in the three districts, for Lusaka, there were twenty-six (26), for Kafue, there were twenty-three (23) while Rufunsa, there were eighteen giving a total of sixty-seven (67) Trainer of Trainers capacity built. It was this team that was herein referred to as Trainer of Trainers and were tasked with the responsibility of rolling-out CRC training to other teachers in the zones and districts. The primary purpose of the strategy was to train head teachers and teachers during the project implementation while having the desire to sustain the initiative. The project through that strategy would result into locally trained change agents with the creation of teacher networks in CRC implementation.

Furthermore, it was expected that schools would put into practice the knowledge obtained into meaningful CRC practices such as developing of school policies, creation of safe clubs and school councils where they did not exist.

4. Stakeholders

The project involved the Ministry of General Education officials, Provincial Education Officer (PEO), the District Education Board Secretaries (DEBS), Save the Children International, Civic Education Association and Office of the Commissioner for Children's Rights, CRC trained change agents, head teachers, teachers, and community members.

5. Methodology

To roll - out CRC activities in the target zones in the three districts, the Ministry officials were engaged at headquarters, provincial and district levels to provide professional, technical and financial support for the team to carry out the plan of action. Key stakeholders were called upon during the project period for expertise and support in other areas of need. The methodology used to bring in participation and leverage sup-

port from key players was through discussion meetings, orientation meetings and mail correspondences.

Furthermore, there was great collaboration with other change agents during the project period. This was evidenced through linkages during the Trainer of Trainers' workshops and meetings.

Having set the stage, batch 21 change agents carried out the training in three districts as per plan. The trainings were held in the three selected districts comprising the zonal head teachers, ZICS, SICS/SBCPD Coordinators and DRCCs. The project sought to establish a team of TOTs in three districts as a zonal team to champion CRC activities using the knowledge, skills and tools that they had been equipped with during the initial training by batch 21. It was hoped that the trainings conducted at zonal and school levels, would result into child rights practices and values to be evident in the school system. Batch 21 saw it important that monitoring and evaluation of CRC trainings and activities should be part of the process to check whether interventions were producing expected results.

6. Results

This section attempts to provide the results of the project. The results are grouped into ten categories as follows:

6.1. Ministry of General Education support and approval of project

Batch 21 change agents sought approval of the project before it could be started. This was important for the purpose of support and clarity to stakeholders involved. The Ministry of General Education is the largest with many officers and activities, therefore, it was important to explain what the project intended to achieve and the people who were to be involved.

The project was approved by the Permanent Secretary, who is the executive of the Ministry. The approval was done through laid done channel of communication through a Memorandum. A further audience was made with heads of the province and districts, in this case, the Provincial Education Officer (PEO) and District Education Board Secretaries (DEBS). At all levels of education delivery, support and approval of the project was granted. The officials noted that the project was important as it was contributing to reaching the Ministry's goal of ensuring that all children were given opportunities to explore their full potential. Batch 21 team members met with Directors (who were coordinating child rights activities) and the Permanent Secretary twice in connection with mentor's visit to report about the progress of different projects conducted by change agents in Zambia.



Chipapa Zone CRC Trainer of Trainers relaxing after an extensive coaching.

6.2. Orientation of head teachers and teachers for the Trainer of Trainers Workshops.

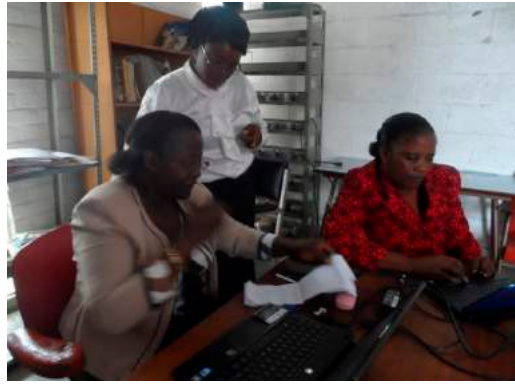
Orientation Meetings were successfully carried out in three districts of the target zones, with the first one held in Lusaka at Educational Broadcasting Services in October, 2014, the second one in Kafue for Chipapa zone on 23rd April, 2015. The meetings were a preparatory kick off of the Trainer of Trainers Workshops which were going to be conducted during the year 2015. In this way, the target group earmarked for training were made aware and psychologically prepared. The output of the activity was having sensitised head teachers and teachers in child rights who were ready to be Trainer of Trainers.

6.3. Development of training materials.

Development of training materials was key prior to carrying out the training. The project team, therefore, strategically resolved that materials would be developed using resources from Lund University which included books, presentations on LUVIT, materials from organisations involved in child rights activities such as Zambia Civic Education Association, Human rights Commission and other resources appropriate. Individual topics were assigned and collectively consolidated in a one day meeting. The training resources were used in the three trainings which were undertaken. It was worth noting that batch 21 and 20 networked effectively to develop the materials.



Headteachers and teachers who attended the Trainer of Trainers Workshop in Lusaka District



Batch 20 and 21 collaboratively developed training materials

6.4. Trainer of Trainers workshops

The team in the conceptual stage, planned to hold three workshops; one for each zone as provided for in the training model. The three workshops were carried out, whereby the first was held in Lusaka from 4th to 6th March, 2015, the second on the 22nd to 23rd September, 2015 while the last was on 11th December, 2015. The workshops outputs were heartening as evidenced through the following:

- i. Head teachers and teachers' knowledge in child rights was enhanced. They were able to outline, describe aspects and interventions which dealt with promotion of children's rights regarding provision, protection and participation;
- ii. Action plans were developed against which CRC activities would be done in the zones;
- iii. District child rights Committees were established;
- iv. Monitoring system was put in place through the already existing structure and
- v. Stronger network between batch 20 and 21 was established.

6.5. District Child Rights Committees

One major outcome of the three Trainer of Trainers' Workshops held was the creation of teacher networks. At the end of each training participants saw the need to establish a team for the district who would be tasked, among others, to promote and respect child rights.

The District child rights Teams were set up in three districts; Lusaka with ten (10), Kafue with eleven (11) and Rufunsa with eight (8) committee members. To formalise the roles of the District child rights Committees the members were appointed by the

Permanent Secretary and Terms of Reference provided. With regards to representation in the committees, the teams consisted of officers from the district education office, zonal head teachers, head teachers and teachers. The team was served with guidelines which spelt out the purpose for such a committee and what their role was. Some of the tasks of the committees were to:

- i. Plan, monitor and evaluate child rights activities in the district;
- ii. Work hand in hand with the National child rights Committee, school In-service training providers and Head teachers' Association to roll out child rights implementation in schools.
- iii. Organize child rights meetings/training for schools in line with the established in-service training system.
- iv. Provide recommendations to the Ministry headquarters (National Coordinator) on the status of child rights in the district by identifying prevailing:
- v. child rights diffusion among learners and teachers in schools and
- vi. local competences and activities being undertaken by various partners in order to enhance coordination;
- vii. Share and stimulate research in child rights in the district for enhanced vision, creativity, innovation and development and
- viii. Advocate for increased awareness and budget in schools for promotion of Child Friendly schools.

To facilitate for smooth implementation a structure was established on how the committee would operate, realizing that there was already a system within which they did their normal official duties. The District Child Rights Committee reporting structure was framed in context within the existing education structure was given in Figure 2. In addition, each District Child Rights Committee had an Action Plan to be implemented. The plan was an output of the Trainer of Trainers' Workshop undertaken by batch 21 change agents.

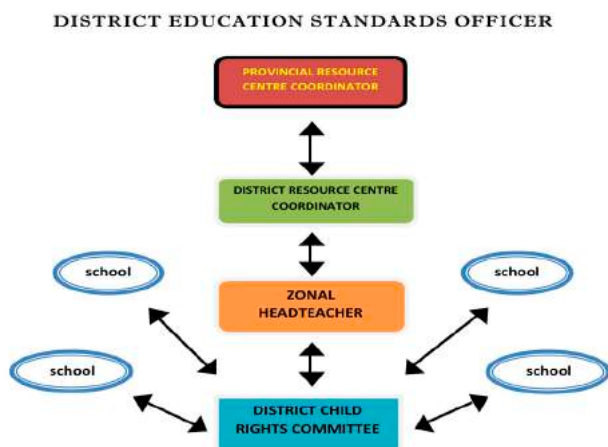


Figure 3: Reporting structure

6.6. Trainer of Trainers in zones

The primary objective of the Trainer of Trainers Workshops which were carried out in March, September and December, 2015 was to ensure that there is continuity of CRC activities and also to create a formidable team of Trainer of Trainers in Chibolya, Chipapa and Chinyunyu Zones of the three districts mentioned in this report. The project envisioned training head teachers and teachers in matters of child rights so that schools are friendly and conducive places where children would always look forward to being and achieve more. Arising from the trainings conducted Lusaka Province can boast sixty-seven (67) head teachers and teachers as locally trained change agents.

6.7. Activities in schools

One interesting output of the training undertaken was the development of school action plans. At the end of the training, teams came up with activities that would be done in schools coordinated by the District child rights Committees established. The Action Plans outlined child rights activities which would be conducted under a specified period; indicators to show that activities had been done were also framed as well as the target groups and time frame within which activities would be conducted was provided. The activities focused on sensitising and training teachers in matters of child rights. This was formulated in view of identified challenges in schools, among them being inadequate knowledge and skill on child rights issues and implementation. Once these were done, other follow-up activities would be embarked upon such as formation of school councils, safe clubs, monitoring, exchange programmes with other CRC teacher networks, among others.

The action plans were formulated at different times since trainings were done in three different months. However, it was worth mentioning that the training and developing of action plans would result into positive outcomes. Batch 21 team carried out monitoring in Chibolya zone, where training was conducted first. It was heartening to learn that all the seventeen schools carried out sensitisation meetings; seven schools had put in place CRC link teachers and several activities such as school councils were put in place. Batch 21 change agents were particularly impressed by some school head teachers who were very passionate about CRC and attached great importance to it. This was evidenced through school ethos and reports from the learners themselves who shared for instance that they had confidence in their teachers and would share issues of concern with them. For further reference, find Lusaka Action Plan at appendix I.

6.8. Monitoring tool for CRC

Monitoring of CRC at school level would effectively be done by the School Inset coordinator (SIC) and supervised by the school head teacher who would spearhead all CRC activities by ensuring that frequent meetings are held, resolutions implemented and reports are written and forwarded to the Zone Coordinator (ZIC). The Zonal

Coordinator will monitor the whole zone. The core function of this officer would be to ensure that uniform activities are done in the zone. The Zonal Coordinator on monthly basis would forward the consolidated schools reports to the District Resources Centre Coordinator for compilation into a district report to the District Education Standards Officer (DESO). For further reference, find Monitoring Tool at appendix II.

6.9. Creation of teacher networks

Team Zambia found it necessary to create teacher networks because teachers are with the children most often than not. This gave fertile ground to the projected growth of CRC activities in schools. The established networks would continue to collaborate with their counterparts from other zones and districts. This would enhance CRC awareness and growth in the province. The teacher networks are at intra and inter provincial levels, whereby change agents from different batches in a province work collaboratively.



Locally trained change agents (head teachers) who participated at a network meeting in Lusaka.

6.10. Collaborations among Change Agents

As evidently demonstrated through documentation, CRC collaborations among the change agents has made the teams especially Batches 20 and 21 to realise that the battle cannot be won single handed but as teams, hence the need for consulting and updating each other. Furthermore, there was a strong relationship which exists between change agents from other provinces (regions). Through the CRC spirit, a strong family of change agents has been developed through those trained at Lund University and also those trained locally.

Whereas the team had challenges of adequate financial resources to support the project, resources were mobilised collaboratively as a team. Out of the three trainings, only the first one was sponsored. The challenge of resources was as a result of a number of

factors including lack of a budget line for CRC, lack of clarity on the source of funding for the project done in the context of training by the officers under a batch and also inadequate financial resources by the Ministry. Despite such setbacks, the team mobilised own resources to meet the project needs.

6.11. Collaborations with the Human Rights Commission

In the project, the team collaborated effectively with the Human Rights Commission; an organisation that was charged with the responsibility of protecting human rights. Team Zambia leveraged opportunities from the organisation in terms of capacity building, advocacy and materials support. The team in collaboration with the office of the Commissioner for children's rights carried out sensitisation meetings on children's rights in several schools within Lusaka Province. The activity was fully sponsored by the organisation. Another activity which has taken place is the development of radio lessons which was kick started by batch 20 but the benefits are for all change agents.

Batch 21 used the radio lessons in the training workshop for Rufunsa and participants appreciated the messages. The district officials who attended the meeting (District Education Board Secretary and District Education Standards Officer) requested for the compact discs so that they could use them too. In one lesson, for instance, the Commissioner for children's rights discussed adequately what child rights were and how they should be upheld.

7. Challenges

Notwithstanding the successes recorded, there are still challenges which hinder full attainment of child rights. The country still experienced customary laws which allowed certain practices which were detrimental to the life of the child. The pillar of *Participation* was seen as a threat for most adults as were usually not comfortable with the notion of child's participation. This is because they evolved from a background which regarded a child as an object for support rather than as subject with his/her own capacity to actively participate. It was also observed that there were inadequate mechanisms to hold responsible officers accountable who violated child rights.

Furthermore, most of the head teachers, teachers and education administrators did not have adequate knowledge on child rights. This was evidenced through the trainings, sensitisations and monitoring done.

8. Way forward

Having carried out the project, some of the challenges which inhibit the promotion of child rights were that there are still some customary laws which allow certain practices which were detrimental to the life of the child. However, government was aware of such and there was a discussion to harmonise such pieces of legislation into acceptable one.



Batch 21 being energized by their mentor just before the last training and discussing the way forward for CRC activities in Lusaka Province.

The pillar of participation was seen as a threat for most adults as they view children to be objects for support rather than subjects with their own capacity to actively participate. With much more effort of sensitisation, trainings and advocacy, gradually people would come to the realisation of the importance of protecting and promotion of child rights.

The change agents through project have endeavoured to promote child rights in schools through the trainings undertaken. It was clear from the trainings that such issues were highly appreciated by education officers, head teachers and teachers. The participants in all the trainings appreciated child rights provision as they aimed at ensuring that the child was holistically developed if all the requirements were put in place. It was noted that schools were ready to inculcate the child rights spirit but needed support in terms of policy, training, materials and other required inputs. Batch 21 team is appreciative of the enthusiasm and support from all key players during the project implementation.

The team envisions continuing with CRC activities as work started needs to be sustained so that other zones and districts in Lusaka Province are brought on board. In addition, more work remains to train, develop guidelines and monitor progress in Lusaka Province and replicate the same to other provinces too. One outstanding is-



Spirit to give and gain continues even after project implementation

sue for the change agents is to lobby and establish a budget line for CRC. The team is proud of improved networking which exists in the country and from the last network meeting held in October, 2015, Lusaka Province was tasked to host the next national meeting. In this regard, the role of change agents is that of living up to the true spirit of being light to Zambia in matters of child rights. Therefore, the battle is not yet over and the team should remain resolute to forge ahead to plan annually, monitor, review and disseminate reports.

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Appendix

APPENDIX I: Action Plan

ACTION PLAN FOR THE IMPLEMENTATION OF CRC ISSUES IN SCHOOLS FOR CHIBOLYA & LUSAKA CENTRAL ZONES

S/NO	ACTIVITIES	INDICATORS	TARGET GROUP	TIME FRAME
1	Conduct Sensitization meetings	No. of Reports produced Availability of photos/video	Head teachers Teachers Learners Community	April - May, 2015
2	Hold training of key stakeholders in issues of CRC	No. of Reports produced Availability of photos/video	Learners Link teachers Class Representatives	April - May, 2015
3	Formulation of School Councils	No. of School Councils established Availability of photos/video No. of Reports produced	Head teachers Learners Link teachers	May, 2015
4	Conduct Monitoring and Evaluation trips	Availability of photos/video No. of M & E Reports produced No. of M & E trips undertaken	Officers from HQ PEO's Office DEBS's Office PRCC DRCC ZIC Head teachers	Mid June, 2015

APPENDIX II: Monitoring Tool



Republic of Zambia

MINISTRY OF GENERAL EDUCATION

MONITORING INSTRUMENT FOR CHILD RIGHTS IN SCHOOLS

NAME OF SCHOOL

TYPE OF SCHOOL i) PUBLIC ii) PRIVATE

(Tick where appropriate)

PROVINCE

DISTRICT.....

LOCATION:..... ZONE.....

P.O. BOX

TEL:..... CELL:..... E-MAIL

PART A: CHILD RIGHTS AWARENESS

S/N	QUESTIONS	YES	NO	MEANS OF VERIFICATION	COMMENT
1.	Are there guidelines or policy documents which provide information and guidance on child rights ?			Availability of documents	
2.	Are there specific changes proposed in the guideline/policies?			Mention and describe the changes which should take place.	
3.	Is there awareness about child rights in school?			List of activities and practices dealing with child rights	
4.	How do teachers learn about child rights?			-Number of sensitization meetings carried out -Trainings -Exchange visits -Through teacher group meetings	
5.	Does the school have teachers charged with responsibility of coordinating child rights activities?			-Link teachers -Guidance teacher	
6.	Have you put in place a school child rights policy?			-Documentation on child rights school policy	

PART B: IMPLEMENTATION OF CHILD RIGHTS

S/N	QUESTIONS	YES	NO	MEANS OF VERIFICATION	COMMENT
7.	Does the school have interventions which ensure that all eligible children attend school?			List of interventions which aim at providing for children.	
8.	Does the school have support from the community to promote school attendance? Describe the type of support and organizations which provide that kind of assistance.			Description of support and organizations which support the school	
9.	Does the school have a linkage with health institutions for health services. What type of services are provided?			-General screening -Deworming -Vitamin supplements	
10.	Do you have interventions in place to ensure that children actively participate in matters which affect them in school and also prepare them for citizenship			- Children's space is created by involving children themselves (School Councils, Rights Clubs). - trainings conducted for for duty bearers	
11.	Do you agree that pupils' participation brings improvements in the school? Give examples of positive changes such has brought in your school.			-Increased school attendance -Improved learners' achievement levels	
12.	Do you have measures in place for correcting children. What are these measures?			-Discussion with head teacher on the corrective measures the school practices.	
13.	How do you rate teachers' acceptability of child rights? Is it high or low?			Interview with some teachers and pupils	
14.	Do you have any suggestions, comments to make about child rights promotion in schools? State your views				

Observatio

Advice given
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.....
.....

Recommendations
.....
.....
.....

Respondent's name
Signature
Monitoring Officer
Date of Monitoring